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GNOSEOLOGICAL ASPECTS OF RESEARCH OF ISSUES OF TEACHING SCHOOLCHILDREN TO STATEMENT AND SOLVING PROBLEMS

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Abstract: The article presents the epistemological foundations of the didactic conditions for the formation of universal cognitive actions of setting and solving problems in students.

Keywords: pedagogy, teaching, didactic conditions, universal cognitive actions of staging.

To date, the federal state standard of basic general education sets the teacher the task of forming in schoolchildren cognitive universal actions for posing and solving problems, the ability to use them in educational, cognitive practice. From the standpoint of the epistemological approach of S.P. Baranov considers learning activity as a kind of cognitive activity, and learning actions as cognitive actions. The task of epistemology is to find universal ways, methods of cognition.

Consequently, the universal actions for formulating and solving problems are related to epistemological cognitive actions.

In view of the foregoing, the task of this study is to develop the main conceptual and epistemological positions towards the process of teaching schoolchildren to formulate and solve educational problems laid down by S.P. Baranov.

The initial conceptual idea of the epistemological substantiation of the learning process is the idea of S.P. Baranov that learning and cognition are different processes. "The term 'knowledge' is broader in scope and includes learning." S.P. Baranov considers the learning process as artificial, accelerated, as a result of which "a child cannot independently master the scientific system of knowledge if he is not taught this for a certain period." The author points to the need to "search for rational, scientifically based ways and means of organizing and managing the student's cognitive activity." Thus, the task arises of finding didactic conditions that will ensure the acceleration of the process of teaching schoolchildren to formulate and solve problems.

In addition, the implementation of didactic conditions must satisfy the natural nature of the student's cognitive activity, indicated by S.P. Baranov: it is necessary to organize cognitive activity in such a way that "the child can imagine real phenomena in natural conditions." Knowing this feature, the teacher needs to include in the educational and cognitive activity of students the organization of excursions, during which the formulation and solution of the educational problem is carried out in a real practical situation.

Let us imagine the didactic conditions for teaching schoolchildren to formulate and solve problems. As the first didactic condition, we denote the provision of visualization of problematic situations in the educational activities of schoolchildren.

The basis for the justification of this condition is an appeal to understanding the essence of the category "problem situation". In our study, we will interpret a problematic situation as a situation in which there is something implicitly included in it, assumed by it, but not defined in it, unknown, not explicitly given, but only given through its relation to what is given in it ... The ratio of the unknown, the given, the desired to the desired data of the problem determines the direction of the thought process. Attention should be paid to the fact that it is the visualization of the problem situation by the subject that makes visible this relation of the sought to the source data and determines the direction of the search.

In order to resolve the problem situation, it is important for the student to realize the connection between the "model and the original", which implies the formation in the student's mind of a generalized representation of that side of reality that is reflected in the educational material. This provision confirms the need to develop in the student in the process of solving an educational problem the ability to generalize it, transfer it to the original (real objects), not limited to working with models. The importance of providing visualization of problem situations is based on the thought of S.P. Baranov that "sensory cognition is one of the reserves for improving the mental development of students." From the point of view of the epistemological approach to the process of teaching schoolchildren to formulate and solve educational problems, the visualization of the problem situation allows, due to the "special organization of the child's sensory experience", "to create the desired trends in the development of the student's thought, pushing him onto the path of independent reflection".

For our study, the thought of a student, a follower of the ideas of S.P. Baranova, T.A. Solovieva that sensory cognition in the process of solving problematic problems is carried out through the processes of visualization of the initial information, that is, presenting it in the form of images that are transformed in the mind of the student, thereby helping him to "see" the hypothesis, conjecture.

So, the significance of the implementation of the first didactic condition for teaching schoolchildren to formulate and solve problems can be justified by the need to include "a sensory element directly into the structure of a student's thought", which helps the student to "see" a hypothesis, a guess" when solving a problem.

Thinking cannot develop successfully without linguistic material, "in speech we formulate a thought, but when formulating it, we often form it." In other words, the formation of the student's cognitive educational actions of posing and solving the problem occurs in their speech activity, which "is at the same time the mental, cognitive activity of the subject."

Therefore, as the second didactic condition for the formation of universal cognitive actions for posing and solving problems, one can name the speech control of this process through the development of the logic of speech in schoolchildren. There are two types of speech logic - subject and conceptual. Subject consistency consists in the correspondence of semantic connections and relations in speech to the connections and relations of reality. "Conceptual consistency is a reflection in the semantic connections of the elements of speech, the structure of thought and its development."

For our study, the thought of S.P. Baranov that in order to increase the consciousness of the teachings of schoolchildren, an "adequate logical structure of thought" of the student is necessary, which consists in highlighting theoretical positions in their actual "substantiation, confirmation, proof".

The implementation of the second didactic condition is based on the development of subject and conceptual logic in students, creating spatio-temporal continuity of the field for the transition of schoolchildren from the stage of posing the problem to the stage of its solution due to the formulation of arguments for solving the educational problem and their argumentation.

Speech control of the process of setting and solving a problem among schoolchildren is ensured primarily by the presence of external speech influence on the part of the teacher, which will take the form of an information request in a verbal form. From this position, educational tasks serve as a form of information request, which play the role of training exercises for the development of the subject and conceptual consistency of schoolchildren's speech.

Summing up the description of the second didactic condition, it can be argued that the development of the logic of speech should be built on the relationship between the internal and external speech of schoolchildren, and it is the consideration of this relationship that allows the teacher to correct not only the internal (mental) activity, but also the external (speech) activity of the subject.

The third didactic condition for the formation of universal cognitive actions for setting and solving problems, interconnected with the two indicated above, is the use of the technology of intellectual developmental education based on a list of principles.

The fulfilment of the first principle of the *conjugated implementation of the developing and educational functions of the lesson* consists in the design of educational problem tasks that develop in schoolchildren analytical and synthetic perception, creative thinking, imagination, and semantic memory. For our study, the priority direction of the student's work on a problem task is not just mastering the content of educational information, but mastering universal ways of thinking perception, ways of creativity, and imagination. Semantic memory in the process of becoming universal cognitive actions performs the resulting function, is responsible for the formation in the mind of the child of universal ways to put forward a hypothesis, since “emotional consolidation of the principle of solution” allows the student to actualize past experience, mobilizing, directing him in search of a solution to the educational problem under study.

Thus, the teacher needs to construct an educational problem task in such a way that, on the one hand, it solves the educational task of the lesson, and on the other hand, it contributes to the student's gaining experience in solving an educational problem based on perceptual, imaginative , mental activity and allows the transfer of a universal method of solving from one activity to another. This becomes possible due to the student performing perceptual actions (measurements, comparisons); imaginative actions of transcoding, completion, schematization, accentuation, agglutination, etc.; mental actions (comparison, - + analysis, abstraction, concretization, etc.).

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